

Inspection report for early years provision

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Inspection date	14/07/2010
Inspector	Shazaad Arshad
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and children aged five and nineteen years in the Brighouse area of Calderdale, West Yorkshire. The home is close to shops, parks, schools and public transport links. The kitchen/diner, conservatory playroom and lounge room are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight, of whom, three may be in the early years age range. She is currently caring for seven children, of whom, five are in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder takes children to and collects them from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made a strong start to childminding. She offers a warm friendly environment that enhances children's learning, care and development after school. The resources provide play opportunities that help children initiate their own learning. The childminder provides an inclusive welcoming and caring service as she recognises and values the uniqueness of each child. The childminder works with parents to build good relationships and has developed good links with professionals from schools to ensure continued progression under the Early Years Foundation Stage. The childminder has recently started to identify the strengths in her practice and areas for development, demonstrating a commitment to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the process of self-evaluation to identify priorities for development and ensure the views of parents and children are also fully incorporated
- ensure development records clearly show the link between starting points and how these are successfully tracked through to the next steps of children's development.

The effectiveness of leadership and management of the early years provision

All adults in the household have been vetted to ensure they are suitable and the childminder is vigilant in her supervision of the children at all times. To further protect children she demonstrates an understanding of the signs and symptoms of abuse and has clear procedures to be followed if she has any concerns. She has also completed safeguarding training through her employment at school. She has a

very good understanding of safety issues and is a trainer on road safety. Risk assessments keep children safe in the home and garden and the childminder has risk assessments in place for outings. All appropriate fire precautions are in place and the childminder ensures all the children practise the evacuation procedures. The organisation of the required documentation generally ensures the smooth day-to-day management of the setting and promotes positive outcomes for children. Policies and procedures are shared with parents prior to their children being cared for to ensure there are clear expectations of the childminder's practices. The childminder provides an inclusive environment as she works with parents and others involved in the children's care. For example, making effective links with staff at the school children attend and planning a program of activities for children over the summer holidays. Parents receive details on all the policies through electronic mail and parental feedback through questionnaires is very positive. All information about the children's day at school is shared with parents on a daily basis.

The setting is inclusive and children are valued and cared for as individuals. The childminder creates a warm and supportive ethos, for example, by encouraging younger and older children to collaborate in activities. Children respond very well to this, with older children showing care for the younger ones. Resources are chosen to reflect cultural diversity and broaden children's awareness of the wider world. For example, through activities on other religions and cultures.

The childminder knows the children well and demonstrates through discussion that although she is in the early stages of introducing a system to observe, record and assess progress, she has adequately identified each child's stage of development using the Early Years Foundation Stage tracker sheets. However, at the present time there is some inconsistency in the children's development files and they do not clearly identify how the next steps in their development are fully completed. She has made a good start with her childminding business and is beginning to reflect on her practice realistically but has not yet fully developed a system for self-evaluation to incorporate the views of parents and children. The childminder is committed to her own development and has identified some further training over the coming months.

The quality and standards of the early years provision and outcomes for children

The childminder organises her time very effectively for all the children attending after school. Children have access to a variety of play opportunities that enhance their learning from school. Children have fun as they enjoy an interesting variety of play experiences and activities, both indoors and outdoors. The childminder is very knowledgeable about children's learning styles and what particularly interests them, for example, providing blankets for children to make a tent. Activity planning and children's developmental records are adequately linked to each area of learning within the Early Years Foundation Stage. She regularly completes written observations of the children. These are used sufficiently well to identify individual developmental needs, which are incorporated into the daily activities. The range of toys and resources are entirely age-appropriate and are easily accessible. Children self-select what they wish to play with. Children are secure and relaxed with the

childminder and enjoy the time they spend with her. They are developing skills for the future through the range of play and activities they experience while in her care. She encourages their language through conversations and activities. For example, she enthusiastically plays the 'Who's who' game.

Children are making good progress towards the early learning goals, they are happy, secure and confident to try out new things. The children know each other very well. They support each other very well as they help the childminder look for the 'Ice age' disc and help each other make a tent in the conservatory. Children are interested, excited and motivated about their learning, such as predicting the sequence of events in familiar stories. Children eagerly talk about the 'Ice age' disc and their favourite parts of the story. The talk confidently and relate the story to past events when they used their snow boards in the winter. Children are well supported in developing their knowledge, skills and understanding of the world around them. They become very aware and interested in the natural world and find out about their local and wider area. For example, the trip to the National Photography Museum in Bradford. They begin to know about their own and other people's cultures in order to understand the similarities and differences as resources present positive images of society. They find out about the natural world as they plant vegetables in the garden, care for them and watch them grow.

The children demonstrate that they feel safe in the childminders care. For example, they talk about the small road safety jigsaw and about their awareness of road safety. Children behave well, receiving plenty of praise and encouragement to raise their confidence and self-esteem. Children are beginning to learn about healthy routines and know why they have to wash their hands before they have their snack. They have a varied range of healthy snacks to meet individual children's needs. Children have regular opportunities for exercise and fresh air to promote their well-being when playing in the very well resourced outdoor play area. The childminder is aware that children learn through play, she is committed to enhancing their care and learning, recognising that this can be achieved as she improves her good practice through further experience and knowledge of the Early Years Foundation Stage framework.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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